

Where I'm From in GALILEO: Elements of Lesson Plan



Overview

The "[Where I'm From](#)" poem first written by George Ella Lyon has been popular for use in teaching language arts and digital storytelling. In this lesson, a "Where I'm From" poem is composed by an individual or group about their town or county through an investigation of related resources in GALILEO, Georgia's Virtual Library. Through this investigation, the students learn about the history of their area, note historical, factual, and visual details that capture the essence of their community's history and particular place, and locate visual resources for inclusion in the final product. Based on these findings, the students craft a "Where I'm From in GALILEO" poem, following the template and example provided in this lesson or one of their own or the teacher's making. Once the language is finalized, the students compose a "digital story" of the words and related images. The digital story media object can be a poster, a Powerpoint, or a video.

The teacher will act as guide and facilitator, providing a reading from the [New Georgia Encyclopedia](#) or class textbook as a starting point for student investigation as well as guiding them to appropriate resources in GALILEO. By supporting the students' identification of key players, places, and issues, the teacher scaffolds their existing knowledge and prepares them for the interpretation of the resources. The objectives for this lesson plan are aligned in whole or in part with specific Georgia Performance Standards for social studies, language arts, information processing, and map and globe skills for each grade.

The activity requires that the students create a mental model of their community as well as depict this model in words and images. In order to do this, they must not only understand various aspects of the community (social, historic, economic, cultural, natural) but particulars about the historical context that produced unique local events, features, and traits.

Objectives

Students will be able to identify the key figures, events, and places related to their local history, culture, and environment.

Students will be able to identify and work with multiple information resources, including primary and secondary sources

Students will be able to demonstrate understanding of the content through analysis and synthesis in words and pictures.

Resources and Materials Needed

- * Reading from [New Georgia Encyclopedia](#) or class textbook
- * [Template and Model for Where I'm From in GALILEO poem](#)
- * [GALILEO](#) (www.galileo.usg.edu) for discovery of resources
- * Computer, Internet access
- * [Optional] Posterboard
- * [Optional] Printer
- * [Optional] Powerpoint software
- * [Optional] Video software
- * [Optional] Animoto website software
- * Examples of Where I'm From in GALILEO digital story projects

Essential Questions for Discussion or Research

1. What are the key figures, events, and places related to the history of your town or county?
2. How can images and words express the essence of your community?
3. How can the history and culture of your community be presented as a digital story?

Procedures

1. Preparation: The students will prepare for the lesson by reading an article in the New Georgia Encyclopedia or their classroom textbook about their town or county. The students may also read George Ella Lyon's "Where I'm From" poem or the "Where I'm From in GALILEO" example poem. (Estimated time: 30 minutes)
2. Review: The teacher will guide the students through a discussion of the textbook reading and the "Where I'm From in GALILEO" poem. The goal of the discussion is to have the students begin to identify the key players, places, events, and perspectives that provide the background information for the activities. The teacher serves as facilitator by asking questions and listing answers on the board. The teacher then introduces the "Where I'm From in GALILEO" [optional: and George Ella Lyon's "Where I'm From" poem] as a structure around which to consider the history and culture of the student's community, serving as a facilitator to draw out the way in which details of the poem help fill in the community's history. The students are then provided with the template for the "Where I'm From in GALILEO" poem to serve as a organizational device to guide their exploration of GALILEO resources. (Estimated time: 20 minutes)
3. Resource Exploration: The students will pair up together on computers and explore selected resources in GALILEO, including but not limited to the Digital Library of Georgia and the New Georgia Encyclopedia. Working as individuals, small groups, or as the class as a whole, the students will fill in the blanks of the "Where I'm From in GALILEO" template using names and descriptions suggested by the resource exploration. They will identify key images and other information about their community, find and download images to illustrate and identifying words to fill in the "Where I'm From in GALILEO" poem template, gathering the components of the digital story they will create. As they work, they should save their images in a designated location on the computer or drive and note and bookmark the resources they have selected in order to cite the sources in their bibliography. (Estimated time: 50 minutes)
4. Digital Storytelling Project: Once the poem is complete and images are gathered, prepare a poster, powerpoint, or video using the words and images. Consider using music or voice-over narration to add interest to the story. Be sure to include credits for the creators of the digital story as well as a bibliography of the resources used. Usage of materials found in GALILEO in this project is acceptable under [educational fair use](#) if appropriate citation is provided. Use of music is subject to terms of the copyright holder; be sure to obtain appropriate permissions for any music. Share your digital story with other classes, friends, and family. Consider entering it in the student media festival. Send a copy to GALILEO for posting in the GALILEO Community Scrapbook. (Estimated time: 50 minutes or more)

Total Estimated Time

Three 50-minute class periods

Assessment / Rubric

Criterion	Low Quality	Acceptable to Good Quality	High Quality
Review session 10% of total grade	Student made minimal or no contribution to the review session. 0-3 points	Student contributed 2 to 3 times in the review session. 4-8 points	Student contributed 4 or more times in the review session. 9-10 points
Resource Exploration 25% of total grade	Student gathered fewer than 5 images, words, and URL's for their digital story. Little or no citation information was recorded. 0-14 points	Student gathered 6-15 images, words, and URL's for their digital story and some citation information was recorded. 15-20 points	Student gathered 16 or more images, words, and URL's for their digital story and all citation information was recorded. 21-25 points
Writing Activity 15% of total grade	Student made minimal or no contribution to the writing activity. 0-7 points	Student contributed 2 to 3 times to the writing activity. 8-13 points	Student contributed 4 or more times to the writing activity. 14-15 points
Project 50% of total grade	Project has minimal or no representation of key figures, events, and places of town or community history; project includes few or inappropriate resources; project demonstrates minimal understanding of the content through analysis and synthesis in words and pictures; project has minimal or no citation information; project makes minimal use of digital media with little creativity. 0-29 points	Project has more than 50% representation of key figures, events, and places of town or community history; project includes 6 or more appropriate resources; project demonstrates understanding of the content through analysis and synthesis in words and pictures; project has some citation information; project makes appropriate use of digital media with some creativity. 30-45 points	Project has more than 75% representation of key figures, events, and places of town or community history; project includes 16 or more appropriate resources; project demonstrates exceptional understanding of the content through analysis and synthesis in words and pictures; project has complete citation information; project makes exceptional use of digital media with great creativity. 46-50 points
TOTAL, Overall Grade	0-69 points	70-89	90-100